DOCUMENT RESUME

ED 111 388 IR 002 443

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TITLE	Learning Resources Survey of Non-Print Materials and Equipment for the Libraries of the California State University and Colleges.
INSTITUTION	California State Univ. and Colleges, Chico. Learning Resources Committee.
PUB DATE	Jun 75
NOTE	87p.; For a related document see IR 002 442
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	*Audiovisual Aids; *College Libraries; Financial Support; Instructional Materials Centers; Instructional Media; Librarians; Library Collections; Library Cooperation; Library Research; *Library Surveys; Media Research; Media Specialists; Organizational Effectiveness; Questionnaires; State Colleges; State Universities; Statistical Data; Tables (Data); *University Libraries
IDENTIFIERS	California; *California State University and Colleges; Nonprint Media

ABSTRACT

In order to investigate current campus utilization of media, a learning resources survey questionnaire was sent to all California State University and College (CSUC) library directors. Library media was identified as audio, projected material, video tapes, and multimedia such as kits, games, and simulations. The survey was divided into six parts; (1) nonprint material, (2) audiovisual equipment, (3) space and staff, (4) organizational relationships, (5) budgetary support for nonprint materials and equipment, (6) library cooperation involving nonprint material. Results indicated that nonprint holdings in the CSUC libraries are marginal and mostly uncataloged, that equipment was meager, and that there are stronger ties between the audiovisual department and the library than between the audiovisual department and instructional television or computer centers. (DS)

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LEARNING RESOURCES SURVEY

OF NON-PRINT MATERIALS AND EQUIPMENT

FOR THE LIBRARIES OF THE

CALIFORNIA STATE UNIVERSITY AND COLLEGES

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EDUCATION & WELFARE
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June, 1975

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LEARNING RESOURCES SURVEY

PREFACE

The Learning Resources Committee was established by the CSUC Council of Library Directors in November 1974. The first charge given to the committee was "to study and investigate current campus utilization of media, library budgetary support for media use, library and other staff support and space requirements and utilization."

In order to collect the necessary data, a Learning Resources Survey Questionnaire was devised and sent to all library directors early in February 1975. This questionnaire requested information about library involvement with non-print materials, defined as audio materials (cassette tapes, records), pictures, projected materials (filmstrips, slides, films), video materials (cassettes and tapes), multi-media material (self-instructional programs, kits, games, simulations) and curriculum material (all the preceding categories for elementary and secondary school use). Microforms were excluded as were machine-readable data collections. A copy of the questionnaire with the cover letter is included as Appendix B. The responses to this survey with some interpretive comments are presented here.

The survey was divided into six parts as follows:

Section I - Provision of Non-print Material

Section II - Provision of Audio-Visual Equipment

Section III - Provision of Space and Staff

Section IV - Organizational Relationships

Section V - Budgetary Support for Non-print Materials and Equipment

Section VI - Library Cooperation Involving Non-print Material

Two opinion questions were provided at the end. These were:

1. How would you summarize your opinion of what the library's role should be in relation to the variety of non-print material and services?

2. What do you see as the primary difficulties to effecting this role?

This report will begin with a presentation of the library directors' responses to the first opinion question -- what the library's role should be in this area. This part is entitled The Ideality. The next part of the report will follow the same general sequence as the questionnaire sections I to VI describing the actual role of the library in the non-print area. This is called The Reality. A summary of the library directors' responses to the second opinion question on the difficulties of achieving the ideal role will be presented next. The title of this section is Obstacles. A final section, Summary and Implications, provides a short discussion of the findings and some recommendations.

June, 1975

Learning Resources Committee

Evelyn H. Daniel, Chico
Charles J. Boorkman, Long Beach
Mary Lou Brady, San Luis Obispo
Kenneth McWilliams, Fullerton
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THE IDEALITY

The Role of the Library in the Non-Print Area

Should the library be actively collecting and organizing non-print collections in addition to the traditional book collection? To what extent and in what way? Opinions given to a question on the role of the library in this area were relatively brief but several important themes could be discerned.

Integration of Print and Non-Print Material in Library's Collection. The majority of the library directors advocated providing non-print material in an organized and integrated collection within the library. A sample of these supportive statements are provided below:

> Chico: In order to serve the needs of the campus which obviously include non-print materials and services as well as print, we will not make any distinction between print and non-print but will collect materials by subject area regardless of format and develop or expand services to find means to use these materials.
>
> Dominguez Hills: As Director of an Educational Resources Center combining both the library and Audio-Visual, I feel strongly that is the only way to go.
>
> Fullerton: The library should be the agency which makes these materials available for use on campus.
>
> Hayward: The library should utilize all kinds of information in whatever form it is available.
>
> Humboldt: Media and books should not be separated in anyone's mind as essentially different in function; they are simply alternative and frequently closely related means to the same ends.
>
> Long Beach: The library's role is to coordinate the acquisition, organization, and distribution of all informational and learning resources, regardless of format.
>
> Northridge: The library should be concerned with all kinds of pre-packaged information.
>
> Pomona: All non-print materials should be brought together in a central spot and indexed.

Sacramento: We firmly believe the library has an obligation to provide information in whatever format - print or non-print.

San Bernardino: The library has already assumed an important role in non-print material.... we would see the long term role of the Library growing in this area.

San Luis Obispo: It is the Library's role to supply non-print materials and services needed by students for individualized study and research.

Stanislaus: I believe that all types of informational media should be centralized on campus and coordinated by a librarian (or someone who understands the need for library techniques to be used in organizing and promoting the use of the materials.)

Only one campus suggested a complete separation between print and non-print materials:

Fresno: So far, California State University, Fresno has gotten along very well with the Library and Instructional Media Center completely separated. The ignorance of the present staff in each concerning the activities of the other means that each is administered by people competent in their divergent fields. Eventually, I suppose, the mania for renaming things and shuffling them for the sake of shuffling them will bring the library and its distant relatives more closely together.

Two campuses suggested the library should provide non-print resources only as supplemental material:

Bakersfield: The library should provide an opportunity to see/use the various media by which knowledge can be transmitted from one person to another. Non-print materials should supplement the print material, <u>BUT</u> not replace it.

San Diego: The basic print collections will remain the core of the research collections. Non-print media will be supplementary, important, coordinated information/learning resources that should be joined to library programs and services on the university campus.

<u>Other Concerns</u>

In addition to the strong support for the integration of non-print material in the library's collections, other themes that emerged from these opinion statements were the specification of particular library

functions involving non-print, organizational relationships and the need for cooperation on campus, differentiation between direct student use (provided by Library) and classroom use (provided by Audiovisual Dept.), staffing and space requirements, the importance of non-print materials in the curriculum area, production of mediated library orientation materials, and the need for providing leadership. Some of these areas are discussed below:

Library Functions. Functional areas where the library should be more involved, according to the opinion of several library directors, are the following:

1. Subject Access to Non-print Material through a Central Catalog

   Bakersfield: It would be highly desirable to include subject cards for the AV material in the library's subject catalog.

   Humboldt: It should be possible for people to get information regarding media as well as book resources at a given institution by using the same tools (ideally, both represented in the same catalog.)

2. Reference services

   Fullerton: (The library) should develop the collections, provide for retrieval of materials, give reference and other services in connection with them -- all toward promoting their use on campus ...

   Humboldt: It should not be necessary for people desiring to consult both media and book resources for a given problem to have to go to too many different people for assistance. In other words, reference people in both areas should be aware of resources in both, at least in a general way.

   San Luis Obispo: The library will also seek to increase its role in the area of guidance and independent study thus working more closely with the Learning Assistance Center now located within the Curriculum Library, and possibly absorbing some of its functions.

3. Acquisition and Collection Development

   Bakersfield: Purchase of materials

San Diego: The library should be hospitable to the acquisition and servicing of non-print media.

San Luis Obispo: Future plans call for increased purchases of audio-visual material in the areas of college-level programs, dealing with independent study, learning modules incorporating slide/sound programs and video cassette tapes, audio tapes.

Organizational Relationships. Some of the library directors stressed the importance of working in a cooperative way with other departments on campus, particularly the Audio-visual Department, sometimes called the Instructional Media Center. The need for coordinated efforts was stressed.

Humboldt: I don't believe that it is necessary that library and media be under a unified administration to achieve the coordinated effort necessary for best service. I do feel, however, that whether or not a unified administration exists, there must be the closest kind of cooperation, mutual understanding, and communication. ... The interrelation of the book and media resources cannot be overemphasized.

San Francisco: The President and other members of the Administration are interested in developing a new and appropriate administrative and service relationship between the Library and the non-print services. Inasmuch as this is a mandate, I suggest I am in agreement and we are proceeding forward in this area.

San Luis Obispo: The campus Audio-Visual Department is primarily concerned with supplying Audio-Visual materials and equipment for use in the classroom. Other departments also cut across potential library coverage of non-print materials. The Music Department maintains an extensive coverage of recordings, and the Library has de-emphasized this area of coverage. The School of Architecture and the Art Department hold large collections of slides. While the Library does purchase this type of material, duplication is avoided and departmental held materials are loaned to the Library for direct student use.

Fullerton: ... cooperation with other resource centers in the area. (Cooperation includes collection development and use programs)

Pomona suggested economic efficiency as a criteria for working out inter-campus relationships: "Whatever arrangement objectively arrived at that is most economically effective is the best solution." Los Angeles answered

succinctly, "(The library's role should be) Leadership, thereafter, coordination."

Physical Facilities. One director suggested a separate department within the library. Another pointed out the need for close physical facilities if print and non-print materials are separated.

> Bakersfield: A separate department within the library should provide access to the Audio-Visual material intended for college students. Material and equipment should be housed together.

> Humboldt: There must be some coordination in planning for physical facilities, materials acquisitions, and other things prerequisite to service. If a single administration does not exist, regular consultation should occur between various administrators who are involved.

Curriculum Materials. Because non-print materials have been recognized as an important part of learning resources materials in the public schools, the movement into non-print materials on some campuses has occurred first in the curriculum area.

> Bakersfield: The Curriculum Materials Center should provide samples of the material used in instruction in elementary-secondary schools.

> Fullerton: Curriculum materials available for student teachers to take to their classrooms is a valuable service and is much appreciated. ... The Library will have to extend its circulation of non-book materials.

On one campus, it is the Curriculum Department in the library that has been given total responsibility for administering the non-print collections for academic level material as well as elementary-secondary material.

> San Luis Obispo: At present, the Curriculum Library serves a higher percentage of the student teacher population than the student body as a whole. This picture however is slowly changing with the recognition by teachers of the great resource they have for instruction in audio-visual devices.

Production of Library Orientation Material. One campus mentioned the development of mediated packages for use with clients in learning how to use the library.

> San Jose: Library hopes to be more involved and develop self-learning units on how to use catalog, indexes and abstracts, library orientation packages for groups or individual use.

THE REALITY

Report of Survey Findings

The Sample.

All nineteen campuses responded to the survey in varying degrees of completeness. One campus (Humboldt) provided only an extended opinion statement but no quantitative date. The other eighteen campuses provided responses to the several sections but few campuses answered all questions. Non-responses to particular questions were sometimes to be interpreted as "no" answers; in other cases the non-response was simply that and was not intended as a negative answer.

Sometimes the way the question was asked precluded a simple answer as the conditions from campus to campus appear to vary widely. Many libraries appended explanatory notes of various kinds indicating approximations rather than hard data, special conditions, future plans, lack of knowledge, and various other caveats of this nature. There were apparently some confusions of categories, uncertainties as to definitions, and different bases for counting particular things. For example, the question asking for number of slides was answered sometimes as number of individual slides and sometimes as number of slide sets (which may average forty or more single slides). Another problem occurred in the requested separation of academic-level non-print materials and services from elementary and secondary level materials and services for K-12 curriculum support. For campuses like San Luis Obispo and Dominguez Hills, the functional organization of the library made this division difficult.

Although it would be useful to have a complete picture, the intent of the questionnaire was to gather information about the library's involvement with non-print material rather than that of the university or college as a

whole. Some campuses, approximately thirteen, did respond in this way providing information about the library's holdings of material and equipment and the library's provision of space, staff, budget and services for non-print. Other campuses tried to provide a total picture of the entire university's holdings of material and equipment and a close approximation of the university's provision of space, staff, budget and services. Two campuses responded both ways. The problem here, it seems, was not so much in interpreting the intent of the questionnaire but rather reflects different campus organizational relationships. For example, in both Bakersfield and Chico the Library and the Instructional Media Center are unified under one administration so the responses from these two campuses tended to be more inclusive than those from places like Fresno where the separation of the two agencies is more pronounced.

Because of these difficulties, it was decided to report aggregate data only and to present the findings primarily in tables by numbers of schools giving positive answers to particular questions. Only occasionally will a particular school be singled out by name. Some information is lost by not connecting the responses of one area to those of another. This would have been possible if schools were identified with their answers but to report all the data would generate much paper with questionable results.

Interpretation as to the reliability of the data, the significance of the number of responses, and any indication of a particular pattern of response will be included in the narrative. Although most of the findings must be regarded as tentative, one firm conclusion that emerges from the survey is that there is a system-wide lack of management information in the area of learning resources other than print.

Section I. Provision of Non-Print Material

All CSUC libraries have some non-print material. Following some general comments on the types of material collected, patterns of ownership, organization, use, adequacy and growth projections, each major category of material will be briefly examined for possible patterns of use.

Quantity and Type of Material. Table 1 presents the aggregate picture of the amounts and kinds of non-print material housed in the libraries.[1] (Tables in Appendix A show actual reported amounts of material and equipment for each school.) All the reporting institutions collect some type of audio materials. These represent the largest quantity of material also. Most have curriculum holdings. Over half report pictures and prints, lesser amounts of projected still pictures, and some type of multi-media, although the quantity reported for the latter is very small. Television seems to be an emerging area with eight of the schools reporting a few holdings. Only five libraries report holding any film and these also in small amounts. Generally speaking, the medians shown are substantially lower than the means indicating that a few libraries have comparatively large collections while most are at the low end of the range.

Ownership. The library's holdings of non-print material are owned by the library and bought with the library funds in nearly every case. As shown in Table 2, only a few schools report that the library is holding material owned by the audiovisual or television departments; more rarely does the library hold material owned by subject departments.

Organization. Table 3 shows that the libraries catalog most of the material they hold. A few classify but not many and then often with a different

[1] The phrase "housed in the libraries" is not strictly accurate. Some campuses reported quantities of material in this category but indicated they are housed in the audiovisual department. Notes on the Appendix A tables show these exceptions.

TABLE 1 - NON-PRINT MATERIAL HOUSED IN LIBRARY

General Category	Type of Material	Number of Schools With Reported Holdings	Range in Size Of Collections Low	Range in Size Of Collections High	Total of All Schools	Mean of Schools Reporting	Median(s) of Schools Reporting	
AUDIO MATERIAL	Cassette tapes	16	20	1200	6421	401	321	302
	Open reel tapes	15	6	2182	7635	509	393	
	Phono records	18	10	29702	140868	7826	4300	3971
Total Audio Material		18			154924	8606		
PICTURES & PRINTS		10	5	46042	137053	13705	9632	690
PROJECTED STILL PICTURES	Filmstrips	8	2	2649	3425	428	198	103
	Slides*	8	1000	48088	85872	10734	6000	2664
	*Slide sets converted to slides by multiple of 40							
	Transparency sets	5	15	1015	1260	252	50	
Total Projected Still Pictures		11			90557	8233		
PROJECTED MOTION PICTURES	Film loops	5	20	486	1164	232	189	
	8 mm film	4	6	10	34	8	10	8
	16 mm film	6	85	1128	2850	475	450	157
Total Film		7			4048	578		
TELEVISION	Video Cassetts	8	1	396	683	85	52	16
	Video tapes	7	1	120	481	69	90	
Total Video		8			1164	145		

TABLE 1 - Continued

Category	Type of Material	Number of Schools With Reported Holdings	Range in Size Of Collections		Total of All Schools	Mean of Schools Reporting	Median(s) of Schools Reporting	
MULTI-MEDIA	Self-Instruction	7	1	358	537	99	23	
	Kits	6	4	409	755	126	130	22
	Games, Simulations	4	4	20	42	10	14	4
Total Multi-Media		11			1334	121		
CURRICULUM MATERIAL (Some schools combined these with academic-level material and did not report separately)	Audio Material	12	5	2500	6715	560	186	118
	Study Prints	6	85	25009	37197	6199	2000	359
	Projected Still Pictures	12	3	10947	19657	1638	500	52
	Projected Motion Pictures (Film loops)	1		210	210	210		210
	Television	2	1	14	15	7	14	1
	Multi-Media	15	20	2079	6041	430	23	7
Total Curriculum		15			69835	4656		

TABLE 2 - OWNERSHIP OF NON-PRINT MATERIAL
By Number of Schools Reporting in each Category

General Category	Type of Material	Number of Schools With Reported Holdings	Material Owned by Library	Material Bought With Library Funds	Material Owned by AV/TV Dept.	Material Owne by Subject De
AUDIO MATERIAL	Cassette tapes	16	13	13	3	3
	Open reel tapes	15	12	10	3	4
	Phono records	18	16	16	2	2
PRINTS	Pictures & prints	10	10	10	0	1
PROJECTED STILL PICTURES	Filmstrips	8	3	3	3	2
	Slides	8	7	6	2	2
	Transparency sets	5	3	3	2	0
PROJECTED MOTION PICTURES	Film loops	5	1	1	3	1
	8mm film	4	0	0	4	0
	16mm film	6	2	3	6	2
TELEVISION	Video cassettes	8	2	3	3	3
	Video tapes	7	4	1	2	0
MULTI-MEDIA	Self-instruction	7	3	3	2	1
	Kits	6	5	5	2	1
	Games, Simulations	4	3	3	1	0
CURRICULUM	Audio Material	12	11	10	0	1
	Study Prints	6	6	6	0	0
	Projected Still Pictures	12	11	10	0	1
	Projected Motion Pictures	1	0	0	0	0
	Television	2	2	1	0	0
	Multi-media	15	14	12	0	0

TABLE 3 - ORGANIZATION OF NON-PRINT MATERIAL
By Number of Schools Reporting in each Category

General Category	Type of Material	With Reported Holdings	Cataloged	Classified	Same Classification as Books	Cards in Public Catalog	Separate Catalog	Printed Catalog
AUDIO MATERIAL	Cassette tapes	16	14	5	2	8	10	4
	Open reel tapes	15	14	2	2	6	8	4
	Phono records	18	18	6	1	9	15	2
PRINTS	Pictures - Prints	10	6	2	1	1	6	1
PROJECTED STILL PICTURES	Filmstrips	8	4	3	1	1	1	3
	Slides	8	6	5	0	4	5	2
	Transparency sets	5	3	4	2	3	1	2
PROJECTED MOTION PICTURES	Film loops	5	4	2	0	2	2	3
	8 mm film	4	2	1	0	0	0	2
	16 mm film	6	7	3	1	3	1	5
TELEVISION	Video cassette	8	3	2	0	1	2	2
	Video tapes	7	4	2	2	1	1	1
MULTI-MEDIA	Self-instruction	7	2	0	0	0	1	2
	Kits	6	3	2	0	2	1	2
	Games, Simulations	4	2	1	0	2	2	2
CURRICULUM	Audio material	12	12	7	2	4	10	2
	Study prints	6	7	4	2	2	7	2
	Projected still pictures	12	12	7	2	4	11	1
	Projected Motion pictures	1	0	0	0	0	0	0
	Television	2	2	0	0	0	2.	0
	Multi-media	15	14	10	4	6	12	1

classification than that used for book material. Most libraries do not include cards for non-print material in the public catalog although they frequently provide a separate catalog. Some indicate that a printed catalog is provided. There is some question of interpretation of this finding. Libraries who answered affirmatively may be referring to printed lists of their holdings available to patrons so they may be referring to printed catalogs issued by the audiovisual department which may not necessarily include library holdings.

Use. There were a high number of non-responses in this area as shown on Table 4 but those who did respond seemed to be supportive of generous circulation policies. Most would circulate to faculty and a substantial number would also circulate to students. A few libraries checked use in library only as well as one or both of the circulation categories, perhaps indicating that the former is the general policy but exception routines exist.

Adequacy. As the opinion statements reported above were strongly supportive of organized and integrated collections of non-print material in the libraries, it was somewhat surprising not to find a resounding negative response to the question of adequacy of collections. As Table 5 demonstrates, most libraries did not respond at all but one or two in every category indicated they felt their collections were adequate. In fact, a substantially larger number indicated adequacy of audio materials. There was general agreement that non-print curriculum materials collections were not adequate.

Growth Projection. Again, most libraries did not respond. Perhaps there are too many variables to attempt to predict, or perhaps too little is known about system-wide plans for funding collection development in this hitherto unrecognized area. (Several libraries appended notes indicating that projection of growth was so dependent on special funding that it was virtually impossible to predict with any accuracy.) Of those who did respond, most picked the middle ground of moderate increase although some variation by type of material

TABLE 4 - USE OF NON-PRINT MATERIALS
By Number of Schools Reporting in each Category

General Category	Type of Material	With Reported Holdings	Used in Library Only	Circulated to Faculty	Circulated to Students
AUDIO MATERIAL	Cassette	16	8	13	9
	Open reel	15	8	12	7
	Phono records	18	8	15	8
PRINTS		10	2	8	7
PROJECTED STILL PICTURES	Filmstrips	8	0	4	4
	Slides	8	3	5	4
	Transparency sets	5	1	3	3
PROJECTED MOTION PICTURES	Film loops	5	1	3	3
	8 mm film	4	0	2	1
	16 mm film	6	1	5	1
TELEVISION	Video cassettes	8	5	3	1
	Video tapes	7	1	4	0
MULTI-MEDIA	Self-Instruction	7	1	5	5
	Kits	6	2	4	1
	Games, Simulations	4	0	3	2
CURRICULUM	Audio Material	12	2	12	11
	Study Prints	6	1	6	6
	Projected Still Pictures	12	2	12	11
	Projected Motion Pictures	1	0	0	0
	Television	2	0	2	2
	Multi-Media	15	2	14	14

TABLE 5 - ADEQUACY OF NON-PRINT MATERIAL COLLECTIONS
By Number of Schools Reporting in each Category (19 schools)

General Category	Type of Material	With Reported Holdings	YES - Collection is adequate	NO - Collection is inadequate	No Response
AUDIO MATERIAL	Cassette	16	7	8	4
	Open reel	15	10	4	5
	Phono records	18	13	4	2
PRINTS		10	6	4	9
PROJECTED STILL PICTURES	Filmstrips	8	2	2	15
	Slides	8	2	5	12
	Transparency sets	5	2	1	16
PROJECTED MOTION PICTURES	Film loops	5	2	0	17
	8 mm film	4	0	1	18
	16 mm film	6	3	1	15
TELEVISION	Video cassettes	8	0	5	14
	Video tapes	7	2	2	15
MULTI-MEDIA	Self-Instruction	7	2	3	14
	Kits	6	1	3	15
	Games, Simulations	4	1	2	16
CURRICULUM	Audio	12	1	9	9
	Study Prints	6	2	3	14
	Projected Still Pictures	12	0	8	11
	Projected Motion Pictures	1	1	1	17
	Television	2	0	3	16
	Multi-Media	15	2	7	10

occurred. Responses are shown in Table 6.

Consideration by Category and Type of Material

Audio Materials. As noted above, libraries collect audio material buying them with library funds. Phonograph records have been the preferred form of audio in the past and they are more apt to be cataloged, classified, and listed in the public catalog than other audio material. This may be changing as some libraries are converting their record and open-reel tape collections to a cassette tape format. Supporting evidence for this is that two-thirds report their record and open-reel tape collections are adequate but less than half report adequate cassette tape holdings. Three-fourths of the libraries also project moderate or substantial increases in cassette holdings; fewer anticipated the same increases for open reel or record holdings. Although this survey did not attempt to differentiate subject content of material, it is nighly probable that a substantial portion of the audio material is music rather than the spoken word.

Pictures and prints. The next major type of material reported was pictures and prints. These were totally owned by the library, sometimes cataloged but rarely included in the public catalog and usually circulated to faculty and students. Libraries were about equally divided on the question of adequacy of collection. They projected moderate increases.

Projected Still Pictures. These included filmstrips, slides, and sets of transparencies. The vast majority of these collections were in the form of slides. One library (Long Beach) has a very large collection; most have much more modest amounts. Some libraries reported both filmstrips and slides but three had only filmstrips and three had only slides. The number of transparency sets reported in Table 1 probably reflects primarily curriculum-level material. Not all the filmstrips held in the library are owned by the library. Only about half the material is cataloged. (Those libraries with the larger

TABLE 6 - GROWTH PROJECTION OF NON-PRINT MATERIAL
By Number of Schools Reporting in each Category

General Category	Type of Material	With Reported Holdings	3 YEAR PROJECTION				10 YEAR PROJECTION			
			Substantial Increase	Moderate Increase	Stable Collection	No Response	Substantial Increase	Moderate Increase	Stable Collection	No Response
AUDIO MATERIAL	Cassette	16	5	7	1	6	7	6	0	6
	Open reel	15	0	8	5	6	2	7	4	6
	Phono records	18	0	11	5	3	4	7	5	3
PRINTS		10	0	8	1	10	1	7	1	10
PROJECTED STILL	Filmstrips	8	1	4	0	14	2	3	0	14
	Slides	8	1	7	0	11	3	4	0	12
	Transparency sets	5	0	4	0	15	1	3	0	15
PROJECTED MOTION	Film loops	5	0	3	0	16	1	2	0	16
	8 mm film	4	0	2	0	17	0	2	0	17
	16 mm film	6	0	4	0	15	1	2	0	16
TELEVISION	Cassette	8	3	5	0	11	4	3	1	11
	Tapes	7	1	1	2	15	1	0	3	15
MULTI-MEDIA	Self-instruction	7	2	4	0	13	3	3	0	13
	Kits	6	0	3	1	15	1	2	0	16
	Games, simulations	4	0	2	0	17	1	1	0	17

TABLE 6 - Continued

CURRICULUM	Audio	12	4	5	3	7	1	8	2	8
	Study prints	6	1	3	2	12	2	3	1	12
	Projected Still	14	4	5	3	7	1	8	2	8
	Projected Motion	1	1	1	1	16	0	3	0	16
	TV	2	0	3	0	16	0	4	0	15
	Multi-Media	15	2	8	5	4	2	6	6	5

collections were usually the ones who reported a higher degree of organization, as might be expected.) Three libraries indicate slides may only be used in the library; one indicates library use only for transparency sets (perhaps curriculum material for demonstration purposes only). Slide collections and audio cassettes were the ones most frequently singled out as inadequate. Those libraries that have projected still picture collections anticipate moderate to substantial growth.

Projected Motion Pictures. Six schools reported holding 16mm film. Five of these six schools were the ones who reported integrated holdings for audiovisual and library. The total number of films, however, is quite small with a mean of less than 500, one median of 450 and the other only a little over 150. One library (San Jose) reported owning 85 films but that most were held in the audiovisual department and not in the library. The number of 8mm films and film loops was negligible. Film ownership most frequently resided in the audiovisual department. Those few schools that had film usually cataloged it and a few included cards in the public catalog. Apparently this is not an area regarded as library territory. The growth projections were moderate and those who had collections seemed generally to find them adequate.

Television. Although only small amounts are reported, this seems to be an emerging area. Libraries are reluctant to collect film because of problems of maintenance and storage, because it is primarily considered a classroom media, and because the audiovisual department usually considers film one of its responsibilities. Video is a similar medium in impact on the viewer but which does not have these problems. Those libraries with either video cassettes or video tapes are as apt to acquire by other means as they are to purchase. Only half have cataloged this material. This may be due to the manner of acquisition or may be due to the fact that the collections are still extremely small. As might be expected, the material

is generally used in the library. Five of the eight with video cassette holdings indicate the collection is inadequate and all predict moderate or substantial increases in the three to ten year period. There is less agreement on video tapes. This suggests that the cassette format is becoming the preferred format.

Multi-Media. Self-instructional material is perhaps ill-defined but might include the kind of things found in Learning Assistance Centers. Seven libraries report small amounts. Contrary to expectations, these schools report circulating them to faculty and students. Only two libraries catalog this material and they do not file in public catalog. Two report the collection is adequate but all who report this material project moderate to substantial increases. Six libraries report kits (These may include some curriculum material). Only four libraries indicate holding any non-print games or simulations (Most will probably have printed games and simulations counted as part of book collection)

Curriculum Materials. Curriculum libraries have audio and visual material, multi-media, but rarely do they have film or video. Six reported study prints in the "other" category. Most of the visual material was in filmstrip format. No distinction was requested on the questionnaire between cassette and record material so no comment on preferred audio format can be made here. Looking at the differences between the means and medians, it is again apparent that a few schools have comparatively large collections and most have very small amounts. They are almost entirely owned by the library and bought with library funds. They are usually cataloged and occasionally classified. They are usually filed in a separate catalog and rarely included in the public catalog. These materials are circulated to faculty and students without any differentiation. They are not considered adequate but the expectation for increase is not marked.

Section II. Provision of Audio-Visual Equipment

It is more difficult to assess the CSUC library holdings of audiovisual equipment. The equipment use patterns for campuses seem to vary over several quite different methods of access. In some cases the library has bought with library funds a modest amount of equipment for in-library use; in others it can be inferred that equipment bought with other than library funds is held on long-term loan in the library. In the more frequent case, equipment appears to be centralized in an audiovisual equipment facility for on-demand delivery and use. As a result no doubt of these several patterns, responses to the request for approximate quantity of equipment varied considerably with some campuses reporting total audiovisual holdings, some total library holdings, and some in other more difficult to detect ways. Tables A to F in Appendix A show the actual amounts reported with explanatory notes included, where available.

Preliminary attempts to interpret the data did not result in comparable categories that could be reported with much confidence. It was thus decided to report the information exactly as given on the questionnaires without attempting other groupings. The tables in Appendix A can be used for individual interpretation and correction.

With all the above caveats, it is clear that the total picture reported here is probably at variance with the true picture but may be sufficient to indicate broadly the availability of equipment, the placement of it within the library, use categories, maintenance and repair provisions, and sense of adequacy or lack of it with three and ten year growth projections.

Amount and Placement of Equipment. Most, but not all, schools report holding some kind of audiovisual equipment as can be seen on Table 7. It is overwhelmingly in the area of audio players, and more frequently cassette players than any other kind although substantial numbers of turntables

TABLE 7 - AUDIOVISUAL EQUIPMENT

General Category	Type of Equipment	# of Schools With Holdings	# of schools where housed in library only	# of schools where housed elsewhere only	# of schools where housed in library & elsewhere	Range of Quantity	Total of all schools	Mean	Median	(
CARRELS	Electrically wired	11	6	1	4	8 175	644	58	42	
AUDIO PLAYERS	Cassette	17	10	2	5	1 129	505	29	16	
	Reel to reel	15	8	3	4	1 114	505	33	20	
	Record	16	9	1	5	2 75	438	27	30	28
Total	Audio Equip.	17					1448	85		
	Earphones	17	11	1	5	3 138	773	45	34	
STILL PROJECTORS	Filmstrip	10	3	6	1	1 64	153	15	5	
	Slide	12	4	5	3	2 112	551	45	53	18
	Overhead	11	3	6	2	1 131	314	29	13	
	Opaque	8	0	7	1	5 40	123	15	12	6
Total	Still Projectors	14					1141	81		
MOTION PROJECTORS	Film loop	9	2	6	1	1 34	66	7	4	
	8 mm film	9	2	7	0	2 22	60	7	4	
	16 mm film	9	1	6	2	2 150	524	58	19	
Total	Motion Projectors	11					650	59		
TELEVISION PLAYERS	Video cassette	12	6	5	1	1 45	104	9	4	2
	Video Tape	8	2	5	1	1 100	140	17	6	5
Total	Video Equip.	13					244	19		
DIAL ACCESS	Audio	3	2	1	0	20 40	84	28	24	
	Video	2	0	2	0	2 4	6	3	4	2

TABLE 7 - Continued

General Category	Type of Equipment	# of Schools With Holdings	# of schools where housed in library only	# of schools where housed elsewhere only	# of schools where housed in library & elsewhere	Range of Quantity	Total of all schools	Mean	Median
CURRICULUM	Audio	8	8	0	0	1 15	35	4	3
	Projected Still	8	8	0	0	1 8	35	4	3
	Projected Motion	3	3	0	0	2 5	8	3	2
	Television	1	1	0	0	1	1	1	1
Total Curriculum Equipment		9					79	9	

and reel-to reel tape players are also reported. Half the schools report wet carrels (study carrels that have been electrically wired and perhaps include audiovisual equipment permanently installed). Of these, however, approximately half are reported as housed in the library and also elsewhere. (Perhaps the "elsewhere" refers to learning centers located in subject departments on campus. If so, four campuses is certainly not a complete picture).

Most of the campuses report some kind of still projectors. The opaque projector is less popular than the overhead. There are substantially more slide projectors than filmstrip projectors. Half the schools report motion projectors but only one or two indicate they are actually kept in the library. The same is true for video cassette or tape players. The use of dial access equipment is insignificant.

Library curriculum equipment is exclusively housed in the library and is usually audio or still projection. The still projection for curriculum materials, unlike academic level materials, is usually for filmstrip format.

The median numbers of all equipment are well below the means indicating a few schools with relatively larger numbers and most with much smaller collections. The mean and the median reported here of course are not an accurate estimate because of differences in reporting basis.

Ownership. The library does own some of a wide variety of types of equipment as indicated on Table 8. Most of it is concentrated in audio players and curriculum equipment. Half report carrels. Still and motion projectors are more apt to be owned by the audiovisual department, as are video players.

Use. Looking at Table 9 and starting with the outside category, it is apparent that students do not enjoy the same privilege as faculty for

TABLE 8 - OWNERSHIP OF AUDIOVISUAL EQUIPMENT
By Number of Schools Reporting in each Category

General Category	Type of Equipment	# of Schools Reporting	Owned by Library	Bought with Library Funds	Owned by AV/TV Depts.	Owned by Subject De
CARRELS	Electrically wired	11	10	8	4	2
AUDIO	Cassette players	17	14	14	7	1
	Reel to reel players	15	9	9	6	1
	Record players	16	13	12	5	1
	Earphones	17	14	13	6	2
PROJECTED STILL	Filmstrip projectors	10	3	3	7	2
	Slide projectors	12	6	6	9	1
	Overhead projectors	11	2	1	11	1
	Opaque projectors	8	0	0	8	0
PROJECTED MOTION	Film loop projectors	9	2	2	7	2
	8 mm projectors	9	1	1	9	2
	16 mm projectors	9	1	1	9	2
TELEVISION	Video cassette players	12	5	4	8	1
	Video tape players	8	2	1	7	0
DIAL ACCESS	Audio	3	1	0	2	0
	Video	2	0	0	2	0
CURRICULUM	Audio players	9	7	6	0	0
	Projected Still	9	5	4	1	0
	Projected Motion	3	1	1	1	0
	Television	1	1	1	0	0

TABLE 9 - USE OF AUDIOVISUAL EQUIPMENT
By Number of Schools Reporting in each Category

General Category	Type of Equipment	# of Schools Reporting	Used in Special Area	Used in Library Only	Circulated to Faculty	Circulated to Student
CARRELS	Electrically wired	11	7	8	2	3
AUDIO	Cassette players	17	9	9	6	1
	Reel to reel players	15	12	13	7	2
	Record players	16	13	13	6	2
	Earphones	17	13	14	7	4
PROJECTED STILL	Filmstrip projectors	10	6	4	6	1
	Slide projectors	12	7	6	7	2
	Overhead projectors	11	5	3	7	1
	Opaque projectors	8	3	1	6	1
PROJECTED MOTION	Film loop projectors	9	5	3	6	1
	8 mm projectors	9	4	2	7	2
	16 mm projectors	9	3	2	7	2
TELEVISION	Video cassette players	12	6	5	5	2
	Video tape players	8	3	4	5	2
DIAL ACCESS	Audio	3	3	1	1	1
	Video	2	1	1	1	1
CURRICULUM	Audio players	9	4	4	3	2
	Projected Still	9	4	4	1	0
	Projected Motion	3	0	2	0	0
	Television	1	1	1	0	0

checking out equipment. At least half the equipment is for use in the library only although some libraries indicated that should they have more equipment they would circulate it generously. Some schools reported circulating carrels to faculty and students which is a bit puzzling but perhaps means the assignment or reservation of carrels for faculty or student use.

Maintenance and Repair. As Table 10 indicates, with few exceptions the audiovisual departments are perceived as responsible for the maintenance and repair of this kind of equipment. One library reported no maintenance for curriculum audio players; two reported no repairs for this type of equipment. In a small number of cases, the maintenance was performed by the audiovisual department and major repairs by some other agency.

Adequacy and Growth Projection. The non-responses are not shown on Table 11, but can be inferred. As was the case for non-print materials, a greater number of libraries failed to respond than did respond. Of those who did, most selected the middle choice of moderate increase for both the three and ten year period. There seems to be a greater expectation for increase in cassette players and earphones than for any other type of equipment. Following that, the next largest support was for wet carrels. Dial access has little support now with little projected for the future. It may well be that projected growth relates closely with current experience. For those items already placed within the library, there is a greater expectation of adding more than for items which have not yet found a place within the library.

A yes or no answer was requested for the question of adequacy of equipment although most other questions could be answered by a simple checkmark. Many libraries checked the adequacy question rather than explicitly stating yes or no. We interpreted a check to mean a yes but this bit of ambiguity may render the responses to the adequacy question unreliable.

TABLE 10 - MAINTENANCE AND REPAIR OF AUDIOVISUAL EQUIPMENT
By Number of Schools Reporting in each Category

General Category	Type of Equipment	#of Schools Reporting	Maintained By				Major Repairs By			
			Library	AV/TV	Other	No Maintenance	Library	AV/TV	Other	No Respo
CARRELS	Electrically wired	11	4	7	2	0	1	7	1	0
AUDIO PLAYERS	Cassette	17	4	16	0	0	1	16	1	0
	Reel to reel	15	3	13	0	0	1	12	2	0
	Record	16	5	13	0	0	2	14	1	0
	Earphone	17	4	16	0	0	1	14	1	0
STILL PROJECTORS	Filmstrip	10	0	9	0	0	0	8	1	0
	Slide projectors	12	1	9	1	0	1	8	2	0
	Overhead projectors	11	1	9	0	0	1	8	1	0
	Opaque projectors	8	0	7	0	0	0	6	1	0
MOTION PROJECTORS	Film loop	9	0	7	0	0	0	7	0	0
	8 mm film	9	1	6	0	0	1	7	0	0
	16 mm film	9	0	8	0	0	0	9	0	0
TELEVISION PLAYERS	Video cassette	12	0	9	0	0	0	9	0	0
	Video tape	8	0	6	0	0	0	6	0	0
DIAL ACCESS	Audio	3	0	3	0	0	0	3	0	0
	Video	2	0	2	0	0	0	2	0	0
CURRICULUM	Audio players	9	2	4	1	1	1	4	1	2
	Projectors Still	9	1	5	1	0	1	3	2	1
	Projectors Motion	3	0	0	0	0	0	0	0	0
	Television	1	0	1	0	0	0	1	0	0

TABLE 11 - ADEQUACY OF EQUIPMENT AND GROWTH PROJECTION
By Number of Schools Reporting in each Category

General Category	Type of Equipment	# of Schools Reporting	Adequate Number ? Yes	No	3 Year Projection Substantial Increase	Moderate Increase	Stable Number	10 Year Projection Substantial Increase	Moderate Increase	Stabl Number
CARRELS	Electrically wired	11	2	8	3	5	3	4	2	3
AUDIO PLAYERS	Cassette	17	6	7	6	8	1	6	5	4
	Reel to reel	15	9	4	0	9	2	2	6	4
	Record	16	6	9	1	11	1	4	7	3
	Earphone	17	11	4	4	10	1	6	6	3
STILL PROJECTORS	Filmstrip	10	5	2	0	6	2	1	3	3
	Slide	12	6	3	1	8	1	2	5	3
	Overhead	11	4	3	0	7	1	0	6	2
	Opaque	8	2	2	1	4	1	0	3	2
MOTION PROJECTORS	Film loop	9	6	2	0	7	1	1	5	2
	8 mm film	9	2	3	0	5	1	0	4	2
	16 mm film	9	6	1	0	5	1	0	4	2
TELEVISION PLAYERS	Video cassette	12	4	3	1	5	2	1	4	2
	Video tape	8	3	1	1	2	3	0	1	3
DIAL ACCESS	Audio	3	2	1	1	1	1	0	1	2
	Video	2	0	2	0	2	0	0	2	0
CURRICULUM	Audio players	9	2	6	3	3	2	1	5	2
	Still projectors	9	3	5	1	5	2	0	5	3
	Motion projectors	3	2	1	0	1	2	0	1	2
	Television	1	0	2	0	2	0	2	0	0

Section III-A. Provision of Staff

Campuses were asked if they provided library staff or if other staff were used for each of several media-related activities. Responses will be reported for these activities in five categories as follows:

1. Audiovisual/Television

   Includes the audiovisual department, the instruction materials/media center, the television studio, and the public broadcasting station.

2. Computer Center

3. Elementary/Secondary Materials

   Includes the curriculum center and the juvenile library.

4. Individual Intensive Learning Situations

   Includes the learning assistance/skills center, computer-assisted instruction, self-instructional center, language laboratory, and faculty facilitation/development.

5. Collection Oriented Activities (Academic)

   Includes the music library, the art/architecture library, the map collection and listening/viewing facilities.

For the fifth category, the breakdown for each activity listed will also be included.

Information about staff was requested by number, by library function performed, and by anticipated increases for three and ten year projections. Table 12 shows the responses for each of these and indicates the number of schools (n) that reported in each case. Discussion of the three areas follows.

Staffing. Again there was confusion of categories. The differentiation between library staff and other staff in some cases seems to indicate a difference between professionals and non-professionals particularly for

TABLE 12 - PROVISION OF STAFF

ACTIVITY	n	Number of Lib. Staff	Number of Other Staff	n	Library Functions: Use Inst.	Equip. Manip.	Mat. Orgn.	Equip. Maint.	Ref. Ser.	3 Year Projection: Sub. Inc.	Mod. Inc.	Stable	10 Year Projection: Sub. Inc.	Mod. Inc.	Stable	
AUDIOVISUAL/TELE-VISION	6	0.5[1]	69	1					1	0	4	0	0	3	0	
COMPUTER CENTER	2	0	17	0						1	1	1	1	1	0	
ELEMENTARY-SECOND-ARY MATERIALS	14	38.1[2]	23.5	15	13	11	13	5	15	1	11	3	2	11	2	1
INDIVIDUAL INTENSIVE LEARNING SITUATIONS	6	5.1	12	1	1	1			1	2	1	1	1	3	0	
COLLECTION ORIENTED ACTIVITIES (ACADEMIC)	12	32.5	14													
MUSIC	6	10	0.5	7	6	5	7	3	5	0	3	4	1	2	4	
ART/ARCHITECTURE	2	2	3	2	1	1	2	1	2	1	2	1	0	4	0	
MAP COLLECTION	10	12	7	9	8	3	7	3	9	1	2	7	1	5	4	1
LISTENING/VIEWING	6	8.5	3.5	7	7	6	5	3	6	2	3	3	3	2	3	

[1] Reported by one school only.

[2] Mean is 2.7

the elementary-secondary materials category. In other cases the difference is clearly a difference between staff paid by the library in whatever category and those not paid by the library. This seems true for the audiovisual/television category and is certainly true for the two schools reporting computer center staff.

Even with the confusion of categories it is clear that libraries are supportive with staff of collection-oriented activities both academic and elementary-secondary and not of the three other areas. Only one school (Chico) reported any library staff involved in the Instructional Media Center and that only a half position. There is no library staff involved with computer centers. Individual intensive learning situations might be called an emerging area. Two schools (Long Beach and San Luis Obispo) report staffing for learning assistance or learning skills centers. Long Beach also reports staff for a self-instructional center which may be an extension of learning assistance. Chico reports involvement in faculty facilitation. Bakersfield reports one-tenth of a library position for a language laboratory; Fullerton reports one non-library staff position for this also. Stanislaus is the only one reporting any connection with computer-assisted instruction. They report one non-library staff position.

Ten campuses report staffing for map collections, six for music but only two for art/architecture collections (Fullerton reports three non-library staff and Long Beach two library staff). Six schools report one or two staff positions for listening/viewing facilities.

Library Functions. One school (Chico) reports providing the materials organization function for the Instructional Media Center. One other school (Long Beach) reports providing instruction in use, equipment manipulation and reference service for the learning assistance and the self-instructional center. Otherwise, library functions are only performed for more traditional

collection activities. Three types of functions are most frequently performed -- instruction in use, organization of material, and reference services. Less frequently, assistance in the manipulation of equipment is provided. Maintenance of equipment is more often performed elsewhere as reported above in Section II.

Growth Projection. The same pattern emerges. Most schools do not respond. Those who do tend to pick the middle ground of a modest increase for both the three and ten year projections. A slight indication of growth in individual intensive learning situations and in listening/viewing facilities might be inferred.

Section III-B. Provision of Space

The intent of the question here was to determine the extent to which library facilities were used to provide space for the various activities. The responses again varied widely. As before, the aggregate answers received will be reported in Table 13 and interpreted in the text as best we can. Responses will be reported for space, use of space, access hours, and three and ten year growth projections.

Space. Square feet reported for audiovisual/television is generally assumed to refer to space outside the library. The range is from a low of 550 for the IMC at San Jose (This might be within the library) to a high of 30,000 reported for the audiovisual department at Fullerton. Four campuses reported square feet for television studios, only two for radio broadcast studios.

The range in square feet for the five libraries reporting for the computer center was from 1,800 at Stanislaus to 6,000 at Fullerton. Sonoma, while not reporting square feet, noted that the computer center will be housed in the library when the new addition of the library is complete but will remain a separate administrative unit.

The amounts of space shown in Table 13 for elementary/secondary materials are probably all from within the library. The range was from a low at Stanislaus of 170 square feet to a high at Los Angeles of 9,000. Dominguez Hills reports curriculum materials is part of the main book stacks. San Luis Obispo indicated the curriculum library also contains all audiovisual material for the library and contains its own previewing and listening room. Pomona did not report square feet but indicated nine bays were used for the curriculum material.

An average area of about 52 feet square, or enough for approximately 110 average sized learning stations, is reported for the various activities

TABLE 13A - PROVISION OF SPACE

ACTIVITY	n	# of Square feet	Mean	# with Separate Rooms	n	Space For Individual Use	Space For Small Group	Space For Class Use	Space For Large Group
AUDIOVISUAL/TELEVISION	11	90,994	8,272	6	8	8 (1.0)	4 (.5)	6 (.75)	4 (.5)
COMPUTER CENTER	5	16,434	3,287	4	2	1 (.5)	2 (1.0)	1 (.5)	2 (1.0)
ELEMENTARY-SECONDARY MATERIALS	12	43,152	3,596	7	8	4 (.5)	8 (1.0)	5 (.625)	3 (.375)
INDIVIDUAL INTENSIVE LEARNING SITUATIONS	10	27,238	2,724	9	6	5 (.833)	5 (.833)	2 (.333)	3 (.5)
COLLECTION ORIENTED ACTIVITIES (ACADEMIC)	14	53,036	3,717	9					
MUSIC	7	32,720	4,674	6	8	8 (1.0)	6 (.75)	5 (.625)	4 (.5)
ART/ARCHITECTURE	3	812	271	1	2	2 (1.0)	2 (1.0)	2 (1.0)	2 (1.0)
MAP COLLECTION	11	5,685	517	5	11	4 (.36)	8 (.73)	3 (.27)	3 (.27)
LISTENING/VIEWING	7	13,819	1,974	5	10	8 (.80)	9 (.9)	4 (.4)	3 (.3)

TABLE 13B - PROVISION OF SPACE

ACTIVITY	Access n	Access Total Hours for Activity	Access Mean Per Week	3 Year Projection n	3 Year Projection Substantial Increase	3 Year Projection Moderate Increase	3 Year Projection Stable	10 Year Projection Substantial Increase	10 Year Projection Moderate Increase	10 Year Projection Sta
AUDIOVISUAL/TELEVISION	8	488	61	7	1	3	3	2	3	2
COMPUTER CENTER	3	194	65	4	2	0	2	1	0	1
ELEMENTARY-SECONDARY MATERIALS	12	949	79	15	2	5	8	2	8	5
INDIVIDUAL INTENSIVE LEARNING SITUATIONS	8	435	54	7	1	5	1	2	2	2
COLLECTION ORIENTED ACTIVITIES (ACADEMIC)										
MUSIC	6	396	66	6	0	1	5	2	1	3
ART/ARCHITECTURE	3	159	53	3	1	1	1	1	1	1
MAP COLLECTION	10	676	68	12	2	5	5	2	6	4
LISTENING/VIEWING	9	683	76	10	3	4	3	4	5	1

involved in the individual intensive learning situation category. Five schools (Fullerton, Los Angeles, Long Beach, San Bernardino and San Luis Obispo) report space ranging from 638 to 6200 square feet for learning assistance/skill centers. Four schools (Bakersfield, San Bernardino, Sonoma and Stanislaus) report space ranging from 210 to 1,782 square feet for language laboratories. Two schools report space for self-instructional centers -- Long Beach with 4,000 square feet and San Bernardino with 240. Two schools report space for faculty facilitation -- Chico with 6,000 square feet and San Francisco with 2,640. Long Beach also notes a center is developing there. Only Stanislaus indicates any space for computer-assisted instruction; they allow 600 square feet.

The space for music ranges from a low at Pomona of 156 square feet to a high at San Francisco of 20,000. However, a note on the latter indicates that this is part of the creative arts library. Chico writes that both the music department and the art department have collections and dedicated areas but the library is not responsible for them and no square feet are reported. Stanislaus and San Bernardino report space allocation of 136 and 176 square feet respectively for art/architecture slide libraries; Fullerton reports 500 square feet.

Many schools (11) report space for map collections, from a low of 15 square feet at Bakersfield to a high of 1000 at Chico. Dominguez Hills says the map collection is maintained by the Geography Department although the library also has a small number of maps. San Francisco echoes this comment.

Listening/viewing facilities are reported by seven schools with the low of 146 square feet at Sonoma to a high of 4,379 square feet at San Francisco. Hayward give no estimate but says there are listening/viewing facilities in three parts of the library; however this includes stations

for viewing microfilm and fiche as well as stations for listening to phonorecords. Chico reports 4,000 square feet with an additional 3,164 square feet available in three mediated conference rooms. San Diego reports a potential 2,160 square feet on their fourth floor presently used as conference space.

Use of Space. Campuses were asked if the space available included space for individual use, space for small group use, space for class use and/or space for large group use. The numbers who reported and the numbers indicating use for each category are shown in Table 13. The fractions below the number in parentheses are the fractions of the total possible.

Space for individual use is available in audiovisual/television facilities and in the music and art areas. Space for individual listening in the library is available only 80% of the time; the same proportion is reported (somewhat curiously) for individual intensive learning situations. Almost all report space for small group use. Only approximately half report space for class use and only a little over 40% report space for large group use.

Access Hours. Most of the five categories reported include several component parts. When there was variance among hours of access reported, these were averaged and the average for each campus calculated and then averaged again for the mean reported in Table 13.

Elementary/secondary materials seem to be accessible longer than any other group of activities here; the mean figure probably nearly reaches the mean figure of library hours for all campuses. Listening/viewing within the library is also available for extended periods. The intensive individual learning situations, along with the slide libraries, were least accessible.

Growth Projections. A much higher proportion of responses indicate a more stable figure for this area than for any other previously reported.

Section IV - Organizational Relationships.

This section of the questionnarie was concerned with the relationship of the librarian with other heads of agencies that might be responsible for media in one form or another. As Table 14 shows, most campuses did respond to this question. Summaries are reported for the existence of the position and its coordinate status in regard to the librarian, the reporting relationship, and the working relationship with the librarian.

Media-Related Organizational Positions. Ten campuses report that a position exists as head of the combined audiovisual and television services; nine campuses report there is a separate head of audiovisual services and seven indicate a separate head of television. Long Beach and Sacramento report all three positions. With all these positions, only two schools (Long Beach and Chico) indicate the position is coordinate with the librarian.

Thirteen schools reported a head of computer services. Stanislaus was the only one that indicated the post was coordinate. Most did not respond to the question of coordinate status.

Ten schools have heads of learning assistance centers and Los Angeles notes that one will be established there soon. Six have heads of faculty facilitation. Twelve have heads of a curriculum center; five do not (Bakersfield, Dominguez Hills, Hayward, Sacramento and Stanislaus). Nine have heads of music libraries. San Diego also reported a supervisor of a microform and listening center.

Reporting Relationships. Three schools (Bakersfield, Dominguez Hills and Sacramento), as Table 15 shows, have a combined AV/TV head who reports to the librarian. At Los Angeles and San Jose, the head of the audiovisual department reports to the librarian. This is also true of the head of television services at Los Angeles.

TABLE 14 - MEDIA RELATED ORGANIZATIONAL POSITIONS

TITLE	Does Position exist? Yes	No	No Response	Is Position Coordinate With Librarian? Yes	No	No Response
HEAD, COMBINED AUDIOVISUAL AND TELEVISION SERVICES	10	8	1	2	3	5
HEAD, AUDIOVISUAL SERVICE	9	7	3	0	3	6
HEAD, TELEVISION SERVICE	7	8	4	0	1	6
HEAD, COMPUTER CENTER	13	0	6	1	1	11
HEAD, LEARNING ASSISTANCE CENTER	10	3	6	0	3	7
HEAD, FACULTY FACILITATION	6	5	8	0	1	5
HEAD, CURRICULUM CENTER	12	5	2	0	11	1
HEAD, MUSIC LIBRARY	9	8	2	0	6	3

TABLE 15 - REPORTING & WORKING ORGANIZATIONAL RELATIONSHIPS

TITLE	n	Reporting Relationships				Working Relationships			
		Reports to: Same as Librarian	Different from Librarian	Librarian	Is Reporting Officer for Librarian	Close	Frequent Official	Occasional	Little or None
HEAD, COMBINED AUDIO-VISUAL/TELEVISION	10	5 or 6[1]	2 or 3[1]	3	0	4	1 or 2[1]	5 or 6[1]	0
HEAD, AUDIOVISUAL	9	5	2	2	0	2	6	1	0
HEAD, TELEVISION	7	1	5	1	0	1	1	4	1
HEAD, COMPUTER CENTER	13	3	10	0	0	1	3	7	2
HEAD, LEARNING ASSISTANCE CENTER	10	1	8	1	0	1	4	2	3
HEAD, FACULTY FACILITATION	6[2]	2	2	1	0	1	3	1	0
HEAD, CURRICULUM CENTER	12	0	1	11	0	5	3	2	2
HEAD, MUSIC LIBRARY	9	0	3	6	0	3	2	1	3

[1] Stanislaus report both ways.

[2] One Campus did not indicate reporting & working relationships.

Heads of computer centers nearly always report to a different office from the librarian. This is true too of heads of learning assistance centers, although at one school (Fullerton) the learning assistance center head reports to the librarian. All heads of curriculum report to the librarian except at Fresno where they report they will soon make a change to conform with the rest. Most music library heads report to the librarian.

Working Relationships. As Table 15 shows, in several cases especially when the reporting relationships are through a different office, there is little or no contact between the head of a media-related agency and the librarian. This was reported at San Jose for the head of the television service, at Bakersfield and Sacramento for the head of the computer center, and at Bakersfield, Chico and San Bernardino for the head of the learning assistance center. In a few cases even when the reporting relationship is direct there is little or no contact. This was reported at Long Beach and San Jose for the head of curriculum and at Fullerton, Los Angeles and San Diego for the head of the music library.

San Francisco reported a close working relationship with the head of audiovisual and television services, the computer center head and the head of the learning assistance center. Chico reported the same for the head of faculty facilitation.

Librarians work more closely with audiovisual department heads than they do with television services heads. They have only occasional contact with computer center heads.

Section V. Budgetary Support for Non-Print Materials and Equipment.

A media program requires funds for material, equipment and production. Funds for these items may come from several sources, on a regular basis or sporadically. They may be generous or inadequate. Library directors were asked to provide information on the regularity, level, and source of financial support for selected items and to project expectations for three and ten year periods. Only about half of the schools provided responses to these questions. The number of schools who responded to each question are shown on Tables 16 and 17 (the "n" columns).

Information on material was requested in two major categories -- 16mm educational film and all other non-print materials. The acquisition and use of 16mm film differs sufficiently from that of other non-print materials to be treated as a separate category. Film was further divided into purchase and rental; other materials into curriculum and academic level.

Information on equipment was requested in three major categories -- equipment for classroom use, equipment for individual use, and equipment for library use. Each category was further divided into equipment and spare parts. Information on production was divided three ways -- funds for development, funds for blank video tape and funds for other production supplies.

The responses to these questions will be described first by level, continuity, and source of funding, followed by the three and ten year growth projections.

Level of Support. Table 16 indicates level of support and the number of schools reporting on this aspect. Forty-nine percent of the responses to all the categories for level of support were either inadequate or in the little or none column. Forty-seven percent indicated an adequate support level and four percent thought there was generous support for some items. In general, equipment seems more adequately supported than either materials

TABLE 16A - BUDGETARY SUPPORT FOR NON-PRINT MATERIALS & EQUIPMENT

General Category	Type of Expense	n	Level of Support				n	Continuity	
			Generous	Adequate	Inadequate	Little or None		Stable	Sporadic
FILMS	Purchase	11	0	3	4	4	8	2	6
	Rental	10	2	4	4	0	6	6	0
MATERIALS	Curriculum	12	0	2	6	4	9	5	4
	Academic	11	0	5	6	0	8	7	1
CLASSROOM USE	Equipment	11	1	7	2	1	7	4	3
	Spare Parts	9	0	7	2	0	6	6	0
LIBRARY USE	Equipment	12	0	8	3	1	10	6	4
	Spare Parts	10	1	7	1	1	8	6	2
PRODUCTION FUNDS	Development	8	0	1	4	3	5	4	1
	Video Tape	10	0	4	4	1	6	5	1
	Other Supplies	12	1	6	5	0	7	6	1
INDIVIDUAL USE	Equipment	12	0	5	2	5	6	2	4
	Spare Parts	10	0	6	3	1	6	4	2

TABLE 16B - BUGETARY SUPPORT FOR NON-PRINT MATERIALS & EQUIPMENT

General Category	Type of Expense	n	3 Year Projection			10 Year Projection		
			Substantial Increase	Moderate Increase	Stable	Substantial Increase	Moderate Increase	Stable
FILMS	Purchase	9	1	4	3	1	4	1
	Rental	7	1	3	3	1	3	3
MATERIALS	Curriculum	9	1	5	2	3	4	1
	Academic	9	1	6	1	3	4	1
CLASSROOM USE	Equipment	5	1	3	1	1	4	0
	Spare Parts	4	1	3	0	1	4	0
LIBRARY USE	Equipment	7	1	4	2	3	4	1
	Spare Parts	7	1	5	1	3	3	1
PRODUCTION FUNDS	Development	3	2	1	0	2	1	0
	Video Tape	7	3	4	0	2	2	0
	Other Supplies	8	3	5	0	3	3	0
INDIVIDUAL USE	Equipment	6	2	3	1	1	4	1
	Spare Parts	5	1	3	1	1	3	1

or production and development.

Films and curriculum materials are reported as adequately supported on only two and three campuses respectively. Rental of films fared a little better. Two schools (Bakersfield and Long Beach) report generous support for film rental. The eleven schools who reported on the level of support for academic level non-film audiovisual material split nearly fifty-fifty between terming the support adequate and inadequate. Bakersfield commented, "No budget item provides for additional non-print media materials to be purchased by library -- any funds for needed items of this nature must be purchased out of the Supplies and Services funds."

Equipment for classroom use was generally considered adequate as were the funds for the necessary spare parts. Half the schools reported adequate support for equipment for individual use and for spare parts. Somewhat surprisingly in view of the small number of library-owned audiovisual equipment reported in Section II above, two-thirds of the responding libraries reported that funding for library audiovisual equipment was adequate.

Development funds for the production of local tailor-made nonprint materials fared the worst with only one of the eight schools responding finding budgetary support adequate (Long Beach). There does seem to be adequate funding for supplies on six campuses so perhaps a do-it-yourself approach to nonprint materials development prevails.

Continuity of Support. Table 16 shows the number of schools responding to the question of support continuity with their aggregated replies. Two-thirds of the campuses report stable funding over all for these items of materials and equipment. However, within that finding, there was more apt to be stable funding for materials and supplies than for the larger items like equipment. Seventy-eight percent of the responses for continuity of equipment funding for all uses reported it sporadic rather than stable.

Within the major material categories, film rental was more stable than film purchase and purchase of academic-level nonprint material more stable than purchase of curriculum materials. Development funding was reported by only five campuses -- four as stable (Chico, Dominguez Hill, Fullerton and Long Beach) and one as sporadic (Los Angeles).

Source of Support. Schools were asked to check the primary source of support for each category and also other contributing sources of support. Results are shown on Table 17.

By far the largest primary support for materials, equipment and production came from the audiovisual and television services. Sixty-three percent of the replies were in this column. The column for special university funds was rarely checked as providing either primary or contributing support. Schools checking the "other" category sometimes indicated the source variously as grant funds, Title II funds, or building funds. Libraries do help out some. Twenty-two percent of the primary support for all categories came from library book funds or other library funds as opposed to eight percent from subject departments.

Within the categories, some interesting differences emerge. Equipment for classroom or individual use is almost exclusively the province of the audiovisual departments. One exception was San Diego who indicated primary support for purchasing equipment for individual use. Equipment for library use is generally bought from other library funds although both Long Beach and Sacramento indicate the audiovisual departments on their campuses are their primary source of support.

It is somewhat more common for library book funds to be spent on non-print curriculum materials that for non-print academic-level materials. For both categories, however, the campuses checked the largest variety of possible sources. Curriculum nonprint materials come from library book funds,

TABLE 17A - SOURCE OF SUPPORT FOR NON-PRINT MATERIALS & EQUIPMENT

General Category	Type of Expense	n	Primary Source of Support: Library Budget Fund	Other Library Fund	Special Purpose University	AV/ TV	Subject Department	Other
FILMS	Purchase	10	1.5	1	0.5	5	2	0
	Rental	9	0	0	0	5	2	2
MATERIALS	Curriculum	9	3	2	0	3	0.5	0.5
	Academic	10	2	0.5	0	5	2.5	0
CLASSROOM USE	Equipment	10	0	0	0	9	0	1
	Spare Parts	8	0	0	0	7	1	0
INDIVIDUAL USE	Equipment	11	0	1	0	9	0	1
	Spare Parts	9	0	0	0	9	0	0
LIBRARY USE	Equipment	10	0	8	0	2	0	0
	Spare Parts	9	0	6	0	3	0	0
PRODUCTION USE	Development	6	0	0	1	5	0	0
	Video Tape	9	1	0	0	7	1	0
	Other Supplies	11	1	2	0	7	1	0

TABLE 17B - SOURCE OF SUPPORT FOR NON-PRINT MATERIALS & EQUIPMENT

General Category	Type of Expense	Contributing: Library Budget Fund	Other Library Fund	Special Purpose University	AV/ TV	Subject Department	Other
FILMS	Purchase	0	0	0	1	6	4
	Rental	0	0	0	0	4	1
MATERIALS	Curriculum	2	0	1	1	1	2
	Academic	1	1	1	1	4	2
CLASSROOM USE	Equipment	0	1	0	0	2	1
	Spare Parts	0	0	0	0	1	1
INDIVIDUAL USE	Equipment	0	1	0	0	3	1
	Spare Parts	0	0	0	0	2	1
LIBRARY USE	Equipment	0	0	1	1	1	0
	Spare Parts	0	1	1	1	1	0
PRODUCTION USE	Development	0	1	0	1	1	2
	Video Tape	0	1	0	0	4	1
	Other Supplies	0	1	0	0	4	1

other library funds, audiovisual departments, subject departments and "other" sources. The same is true for academic-level non-print material. As one example of this diversity, Long Beach explained, "About 10% of slide/tape programs are purchased by Library and about 30% of video tapes (remainder by Learning Resources). Library provides most audio cassettes, most carousel trays."

The purchase of films also comes from different sources on different campuses. Chico uses library book funds, as does San Diego in part. Bakersfield uses other library funds. At Los Angeles and Sonoma the subject departments buy the films. In fact, for over half the reporting campuses, the subject departments were a contributing source of support for the purchase of films, apparently from their operating expense funds.

Long Range Projections. More than half the schools did not respond to this question. Of those who did, the favorite category chosen was again the middle one of moderate increase, as shown on Table 16. The area of greatest change expectation for the ten year period was non-print materials, both curriculum and academic-level, and library equipment and spare parts.

Section VI. Library Cooperation Involving Non-print Material.

There are no tables supporting this section of the questionnaire as they were so few responses. Only five schools report any cooperative activity with other institutions. One of these reports concern with computer tapes rather than the types of non-print materials of interest in this survey.

The libraries reporting and their responses are as follows:

> Chico: Belongs to Northeast California Higher Education Council film library consortia and the North State Cooperative (which includes audio tapes). Are in process of developing a union list of media with Butte College and the Butte County school system. They also report discussions about a cooperative acquisition arrangement. They will lend media other than film through inter-library loan. Finally, they perform production work through their foundation for various educational agencies.
>
> Long Beach: Has a film loan arrangement among the AV Centers at Long Beach, Dominguez Hills and Los Angeles. They will also loan selected media on request.
>
> Northridge: "We use tapes such as Census tapes through our membership in the Center for Research Libraries." They also comment, "All sorts of Consortia are needed and we need to be in them."
>
> Sacramento: Belongs to the Mountain Valley Library System.
>
> San Bernardino: Belongs to the Inland Empire Academic Library Cooperation (IEALC). Will lend media other than film through inter-library loan and is involved in cooperative acquisition of non-print material (no details provided).

In addition to these, San Diego states that although there is nothing yet, a library consortia is getting underway for San Diego County. Also inter-library loan of media other than film "is in the idea stage." San Luis Obispo says,

> "The Library serves the non-print needs of students through its collection and by borrowing materials from our Audio-Visual Department and the school instructional centers of the city and county. While material is not loaned to the teachers in the area, it is available to some schools through our student teaching program, and for previewing in the Library by teachers in

> the area. The loan of non-print materials to other institutions will be encouraged when the new CSUC inter-library loan code is adopted."

Not an impressive showing over all. What little cooperative activity there is is probably more in the area of film than anything else and perhaps the libraries are not directly involved in the arrangements. Inter-library loan of other than film seems to be an exception routine; few regularized ways of handling this seem to exist. No union lists of media are available nor is there much going on in the area of cooperative acquisition, which for some of the costlier non-print items might be a welcome possibility.

OBSTACLES

The library directors were asked in the last part of the survey for their opinions of what the library's role should be in relation to non-print materials and services. Their responses to this section were quoted and discussed in the first part of this report, "The Ideality". In summary, they reported that non-print material should be organized and integrated with the library's collections, that access to non-print material through a central catalog and reference services should be provided, and that the libraries should be involved in acquisition and collection development of non-print material. Close physical facilities are necessary if print and non-print material are separate. They also stressed the importance of working cooperatively with the audiovisual departments and other media-related departments on campus. Curriculum non-print material and the use of mediated library orientation material were also noted as important.

Following the question about the library's role concerning non-print materials, a second question asked, "What do you see as the primary difficulties to effecting this role?" This section of the report will organize the responses to this question and analyze these responses briefly.

Although there was diversity in response to this item, almost every campus united in mentioning the problem of insufficient financial support as a primary obstacle. Another area where a common theme developed was that of organizational problems. Closely allied to this was specific mention of competition between libraries and audiovisual departments on campus. Frequent mention was also made of attitudinal problems. Problems of space, staff and equipment were cited.

In all, seventeen of the libraries commented in one way or another. Sonoma left this question blank and Pomona said, "Not versed in the subject."

Comments from the seventeen responding libraries will be quoted and discussed under six headings -- insufficient financial support; organizational problems; contention between libraries and audiovisual departments; attitudinal problems; problems of space, staff and equipment; and other problems.

Insufficient Financial Support. Eleven libraries mentioned some aspect of the inadequate budgetary support. Some comments were terse, confined to one or two words only. Others tried to provide some context for the problem in a succinct manner. Selected comments follow:

> Bakersfield: Space & money. (Also) campus policy on book budget.
>
> Chico: No line item for non-print. Boils down to money. Otherwise, there is a tug-of-war between those who will spend money on books and those who will spend it on non-print material.
>
> Fullerton: Lack of money!
>
> Hayward: Stretching available funds to cover purchases of new equipment needed in utilizing the various media.
>
> San Bernardino: There are several (problems): 1. Inflation, 2. Insufficiently increased budgets to match inflation, 3. Need for capital outlay, 4. Budget for equivalencies.
>
> San Diego: Cost of equipment, facilities and the non-print media.
>
> San Francisco: Inadequacy of acquisition funds for library, inadequacy of funds for acquisition of non-print resources and equipment.
>
> San Jose: Budget.
>
> San Luis Obispo: Need for increased funding for the acquisition of additional materials and equipment, especially in the areas of video cassettes and learning module programs.

Organizational Problems. Three libraries discussed the larger organizational problems surrounding the library and its affiliation with non-print media.

Fullerton: Administrative structure and style on the campus, in the CSUC system, and in the state administrative organizations which tend to prevent change and which tend to involve only persons who are not qualified in the crucial aspects/points of the decision-making process.

San Francisco: Lack of support non-existent or less than distinctive in favoring a reorganization.

San Luis Obispo: In my opinion, a Learning Resources Center should be established at this and every CSUC campus with the Library Director serving as the administrator. This concept appears logical in the sense that the director functions at the dean's level in the administrative hierarchy, and because print and non-print materials and services should be coordinated to enable an integrated approach to instruction and learning. This centralization of function should result in a broader utilization and cost effectiveness. Integration of services should also result in the development of standards which cut across library and A-V concerns and result in stronger fiscal support for the acquisition of non-print materials including 16mm film. Current developments in the Chancellor's Office and precedents already established on other CSUC campuses lend support to this concept.

Contention Between Libraries and Audiovisual Departments. Four libraries mentioned this problem area -- some mildly and some with more vehemence. Bakersfield's comment was simply, "Cooperation between the libraries and AV needs development." Dominguez Hills sees an organizational reason for the division. "The separate budgetary treatment of the two areas tends to keep them separate." Sacramento comments on "The strange historical antagonism between librarians and media people -- unnecessary and inhibiting to good library service to students and faculty." Finally, Long Beach charges, "The primary difficulty in effecting this role is the development of a competing jurisdiction outside the library, which seeks to divert library funds, staff, and resources to its programs."

The questionnaire at Long Beach was apparently sent to the Director of Learning Resources who also produced an opinion on this question. His response was as follows:

> Learning Resources is by definition a change agent, the Library perceives itself as part of a stable establishment and is relatively unchanged from year to year. Social pressures and demands on the university require responsiveness and flexibility if this school is to survive when others are falling down around us. Chico has made this resolution without great damage, Long Beach can and probably eventually will. The internecine warfare resulting from provincialism on both sides will lead absolutely nowhere.

Attitudinal Problems. Attitudinal problems were cited for administrators, librarians, faculty and others. For example, Fresno said, the problem is, "The unwillingness of administrators to be thrust into areas in which they have neither interest nor competence." Los Angeles summed it up in one word, "Traditionalism." Northridge saw the problem as the "Librarians' view that they are involved only in print materials." San Francisco states philosophically, "Problems (are) usually existent when new roles are defined for persons who identify with their present role."

Four libraries point to faculty or other user problems:

> San Bernardino: Need to overcome user resistance to use of non-print materials, particularly microfilm.
>
> San Diego: Resistance of library staff, classroom faculty, researchers and students.
>
> San Jose: Unwillingness of faculty to utilize non-print media. If more were available, perhaps it would be used.
>
> Stanislaus: In our case, the departments have felt possessive about the materials. The faculty members wanted the materials in their offices for a variety of reasons. They also would like departmental libraries, but those are forbidden.

Problems of Space, Staff and Equipment. Staff problems were cited by two libraries. Bakersfield said, "Staff is a problem. We would need more to organize the material fully." Chico echoes this comment with, "A support formula for technical processing needs to be worked out."

Bakersfield mentioned space, as did San Luis Obispo. "Current and specific difficulties affecting the Library's non-print program include the lack of space for the extra expansion of service and the storage of materials." San Jose says they "need more equipment to develop tape and slide presentations." Other mentions of equipment need were noted above.

Other Problems. Bakersfield describes the need for "a union list of films and other expensive materials to avoid unnecessary duplication." Humboldt iterates this, "Access is another problem hindering fuller use."

A major problem described by Humboldt is that of use of media materials by the individual student or other user outside of the classroom. Humboldt's statement is as follows:

> The interrelation of the book and media resources cannot be overemphasized, and what disturbes me most about the campus is the prevailing attitude that most of IMC resources are restricted to classroom use. Is this true state-wide?

Fullerton included the following comment from the record library:

> The problem of coordinating various types of non-music functions within the Library presents a case for having some centralization regarding purchasing of equipment and materials, cataloging, maintenance, and overall policy decision. Departments relating to curriculum, learning assistance, oral history, and to handicapped, music, and general areas of information may be feasible under one strong, central administrative unit for all non-print material.

And Bakersfield mentioned the curriculum area. "On Curriculum Material Centers, the library and the education department should be planning what's needed. Representatives from both should tour some model centers to see what features we want in ours."

SUMMARY AND IMPLICATIONS

Non-print materials in libraries are not a new phenomena. They are matter-of-factly collected and made available to users in public libraries, in school libraries, and in junior and community college libraries. It is only the academic library that has resisted this general trend and has added non-print materials, if at all, in only marginal and peripheral ways. The explanation for this probably rests on a number of factors -- a persistent feeling that intellectual activity relates primarily to print, the elusive and non-standard trade channels inhibiting awareness of high quality commercially available college-level media, the bewilderment of formats requiring some technical knowledge of the nature of the material and its storage, maintenance and equipment requirements, and a vague but comforting hope that this problem was being addressed elsewhere on campus and was not a "library" problem.

The general past history of non-print collections for all academic libraries is recapitulated in the CSUC libraries, as this survey shows. With the exception of some scattered collections of pictures, disc recordings and/or audio tapes, slides, and a miscellanea called curriculum materials, most of the CSUC library holdings in the non-print area are marginal. These holdings are, generally speaking, not organized or integrated with the print collections. They are occasionally cataloged but usually not filed in the public catalog; rarely are they classified. Equipment to use such materials when owned by the library is meagre. Neither adequate space nor staff nor budget is made available for systematic collection of non-print learning resource material.

In addition to the inadequacies of collection-building in this area, and perhaps as a result of it, there exist strong feelings between the

libraries and the audiovisual departments, but little communication between the libraries and instructional television or the computer center. Perhaps the antipathy is understandable. The audiovisual departments have traditionally been charged with the responsibility of coordinating film purchase, booking and distribution. A gradual accrual process expanded these "film libraries" to include other kinds of non-print materials. The audiovisual departments, however, lack interest and skill in the process of organizing these collections.

So far, the lack of organization has not been a badly inhibiting use factor for two reasons. The primary one is that the collections have been so small that human memory and scanning capacity serves as adequate access. Secondarily, the use has been almost exclusively by faculty for classroom presentations. Faculty stay on campus longer, know their subject materials better and so can work with unorganized groups of material better than can students.

Two changes are coming, however, that impact this situation. The first is that academic libraries are beginning to realize the necessity of providing learning resource collections in the broadest sense including any and all kinds of recorded discourse. The Carnegie Commission's "Fourth Revolution" speaks to this urgency. The younger faculty expect it. The media-reared students require it. The Draft Standards for College and Research Libraries, 1975, also support this concept. In large part, as this survey shows, the library directors' of the CSUC system are also supportive of it. Once a generic definition of "book" is accepted, all the standard library functions of acquisition, organization, reference, circulation, and management apply to the newer media.

The second change is a new working role for audiovisual departments. As with Learning Resource Centers qua libraries, so too the AV centers are

becoming Instructional Media Centers; audiovisual directors are becoming instructional technologists. Classroom delivery systems for equipment, film and electronically distributed media continue to be an important function but overriding that is an emerging function of instructional design, instructional development, production and systems design. This survey shows very little budgetary support for this function at the present time precluding major efforts in this new area but the direction and the role are clear.

This survey also shows a variety of patterns for dealing with the non-print area, some more successful than others. It is tempting to suggest that one or two campuses might provide a model for others, but if this is possible it is only in the most general sense. Each campus is divergent and has its own way to make. Perhaps the crucial thing is to work out an agreement on the direction and goals with all who are affected by the problem. Given clarity of direction, various means can be employed to reach the goal.

As this is the first survey of this type, the responses received were in part incomplete and in part inaccurate. For this reason, the main part of the report was confined to calling attention to such trends or patterns as seemed evident from the aggregate data. Appendices are included to show the actual information received from each campus on the quantities of non-print material and equipment that they reported along with whatever notes they appended.

It is recommended that this survey be regarded as preliminary and that consideration be given to initiating a more complete survey of total campus involvement with non-print. For the immediate future, it is recommended that a regular procedure for collecting statistics in regard to non-print collections be instituted.

Even though this survey seems to paint a rather unsatisfactory picture, one thing comes through clearly. The CSUC library directors are aware of the need to address this area. They have identified the major problems. Perhaps soon the CSUC libraries will make up for past inattention in this area and become one of the small but growing number of academic institutions who are taking a leadership position in providing learning resources for faculty and students by subject or discipline first with lesser regard for the particular style or form of packaging.

APPENDIX A

TABLE A - AUDIO EQUIPMENT AND MATERIALS

School	No. of Cassettes	No. of Cassette Players	No. of Open Reel Tapes	No. of Open Reel Players	No. of Records	No. of Record Players	No. of Earphones
BK	393[1]	25	392[1]	10	1,055	5	80
CH	530[2]	129[3]	53	94[3]	4,300[2]	2	138[3]
DH[4]	302	60	132	30	2,300	30	60
FR	0	11	460	7	29,702	33	81
FU[5]	1,092	64	1,956	114	6,311	75	53
HA	23[6]	12	38	3	10,855	15	34
HU[7]							
LA[8]	1,200				2,218		
LB	852	18	381	10	12,986	14	72
NO	200	14	43	1	6,800	37	60
PO	0	16[9]	0	86[9]	1,223	49[9]	9
SA	158	14	0	0	3,298[10]	0	24
SB	111	38[11]	2,182	38[11]	3,971	41[11]	3
SD	407	15	87	6	2,778	9	22
SF	321	16	309	20	17,277	28	16
SJ	68	1	792	7	26,067	33	38
SL[12]	667	8	6	0	244	2	13
SN	77	50[13]	764	59[13]	9,473	50[13]	58[13]
ST	20	14[15]	40[14]	20[15]	10[14]	15[15]	12[15]

[1] 785 reported for cassettes and reel-to-reel tapes combined. This was divided between the two.

[2] Records being re-formatted to cassette tapes. Totals will change.

[3] Quantities are inclusive for library and IMC.

[4] All materials and equipment housed in AV Center. Curriculum materials included in totals.

[5] Equipment figures include both library and IMC. IMC has an additional 120 cassette tapes; subject departments own an additional 2,000 records.

[6] May include ten copies of taped tour of library.

[7] Humboldt gave only summary opinions and no quantitative data.

[8] No amounts given for equipment.

TABLE A - AUDIO EQUIPMENT AND MATERIALS (Continued)

[9]Figures include quantities for AV Dept. Library reports 6 cassette players, 1 reel-to-reel player (but no tapes) and 4 record players.

[10]2,576 of these are in storage.

[11]Figures include quantities for AV Dept. Library reports 3 cassette players, 23 reel-to-reel players and 23 record players.

[12]"The Audio-visual material in the Curriculum Library is used by both the education students as well as those in non-education courses. The ratio would be 60/40. Therefore, a distinction has not been made between A-V material as such, and as Curriculum material." SLO also reports Learning Assistance Center equipment but not included here.

[13]Figures include quantities for AV Dept. Library reports 5 cassette players, 9 reel-to-reel players, 20 record players and 48 earphones.

[14]An additional 150 reel tapes and 1500 records are reported as owned by subject departments.

[15]Figures include quantities for AV Dept. Only 2 cassette players and 2 earphones held in library.

TABLE B - PROJECTED STILL VISUAL EQUIPMENT AND MATERIALS

School	No. of Filmstrips	No. of Filmstrip Projectors	No. of Slides	No. of Slide Projectors	No. of Transparency Sets	No. of Overhead Projectors	No. of Opaque Projectors
BK	198	5	0	22	0	13	5
CH	200	64[2]	2,520est.[1]	106	15[2]	131[2]	12[2]
DH[3]	213	30	6,000est.[4]	60	140	12	6
FR	0	0	0	0	0	0	0
FU	103	37[5]	1,000	53[5]	40	40[5]	40[5]
HA[6]							
HU[7]							
LA	0	0	0	0	0	1	0
LB	?[8]	0	48,088	79	?[8]	1	0
NO	0	0	1,200	8	0	1	0
PO	0	0	0	112[9]	0	60[9]	30[9]
SA	2	2	16,465	8	0	0	0
SB[10]	40	1	unk.	20	50	9	6
SD	0	1	2,664	0	0	0	0
SF[11]							
SJ[12]							
SL[13]	2,649	2	7,935	5	1,015	0	0
SN[15]	40	6	?[14]	60	?[14]	25	18
ST[16]	0	5	0	18	0	21	6

[1] 63 slide sets and slide-tape sets reported. Estimated 40 slides per set.

[2] Figures include quantities for Instructional Media Center; no separate library quantities available.

[3] All media and equipment housed in AV Center. Holdings also include curriculum materials.

[4] 150 slide sets reported. Estimated 40 slides per set.

[5] All equipment reported is from IMC. Library has none. Additional amounts, not included above, were reported for subject departments.

[6] Reported quantities for microfilm and fiche and for film and fiche readers. No amounts reported for categories above.

[7] Only summary opinion given. No quantitative data.

TABLE 8 - PROJECTED STILL VISUAL EQUIPMENT AND MATERIALS (Continued)

[8]Amounts included with curriculum material.

[9]Figures include quantities for AV Dept. Library reports 2 slide projectors.

[10]All quantities reported housed in AV except 690 pictures and prints.

[11]No amounts given.

[12]No amounts given.

[13]Includes all curriculum material and equipment.

[14]Have some that came with books.

[15]All quantities are for AV Dept.; none in library.

[16]All equipment quantities are for AV Dept.; none in library. No material shown except 4-500 slides in subject departments and 5 pictures and prints in library.

TABLE C - PROJECTED MOTION EQUIPMENT AND MATERIALS

School	No. of Film Loops	No. of Filmloop Projectors	No. of 8 mm Film	No. of 8mm Film Projectors	No. of 16 mm Film	No. of 16mm Film Projectors
BK	486	9	0	1	157	19
CH[1]	308	34	8	22	1,128	125
DH[2]	161	8	10	4	930	40
FR	0	0	0	0	0	0
FU[3]	50	4	5	3	700	70
HA[4]						
HU[5]						
LA	0	0	0	0	0	0
LB	?[6]	1	0	0	0	2
NO	0	0	0	2	0	0
PO[7]	0	0	0	8	800	90
SA	0	0	0	0	0	0
SB[8]	0	4	10	4	100	12
SD	0	0	0	0	85[9]	0
SF	0	0	0	0	0	0
SJ	0	0	0	0	0	0
SL[10]	189	1	0	0	0	0
SN[11]	20	3	6	12	450	150
ST[12]	0	2	0	4	0	16

[1] All material and equipment housed in LARC, no distinction between library and IMC.

[2] All material and equipment housed in AV Center.

[3] All material and equipment housed in IMC.

[4] Only microfilm and microfiche reported.

[5] Did not report any quantities.

[6] Included with curriculum materials.

[7] Housed in AV not library.

[8] All material and equipment housed in audiovisual.

[9] Purchased with library funds; 38 to be housed in the library; rest in audio-visual.

[10] All material and equipment housed in AV.

[11] Includes curriculum material.

[12] All equipment in AV.

TABLE D - TELEVISION EQUIPMENT AND MATERIALS AND DIAL ACCESS EQUIPMENT

School	No. of Video Cassettes	No. of Cassette Players	No. of Video Tapes	No. of Tape Players	Audio Dial Access	Video Dial Access
BK	52	4	38	5	20	2
CH[1]	100[2]	45	100[2]	100	0	0
DH		5	120[3]	0	40[4]	0
FR	0	0	0	0	0	0
FU[5]	13	2	19	15	0	0
HA	0	0	0	0	0	0
HU[6]						
LA	0	0	0	1	0	0
LB	396	28	90	1	0	0
NO	93	6	0	0	0	0
PO	0	1[7]	0	4[7]	0	0
SA	1	0	0	8	0	0
SB[8]	75	8	220	0	N/A	4
SD	16	1	119	0	0	0
SF	0	0	0	0	0	0
SJ	0	0	0	0	24	0
SL[9]	9	2	0	0	0	0
SN	16	1	1	0	0	0
ST	0	1[10]	0	6[10]	0	0

[1] All materials and equipment housed in LARC, no separate quantities for library.

[2] 200 reported for video cassettes and tapes combined.

[3] Housed in AV Center.

[4] Positions in progress. "All AV equipment in custody of AV services -- available when needed inc. Library."

[5] All equipment and materials housed in IMC, with the exception of 13 video tapes held in library

[6] Only summary comments provided. No quantities reported.

[7] All equipment housed in AV.

[8] All equipment and materials housed in Audiovisual.

[9] Includes curriculum material.

[10] All equipment housed in AV.

TABLE E - MISCELLANEOUS EQUIPMENT AND MATERIALS

School	No. of Pictures and Prints	No. of Self-Instructional Material	No. of Multi-Media Kits	No. of Games and Simulations	No. of Elect. Wired Study Carrels
BK	0	99	130	14	52
CH	380	0	170	4	108[1]
DH	0	36[2]	4	4	24[3]
FR		0	0	0	0
FU	75	17	7[4]	0	59
HA		0	0	0	0
HU[5]					
LA		0	0	0	0
LB	9,632	358	?[6]	0	42
NO	39,071	0	0	0	94
PO	0	1	0	0	36
SA	0	0	20	0	24
SB	690	5[7]	0	0	30[8]
SD	64	0	22	0	0
SF	46,042	0	0	0	175[9]
SJ	26,713	3	?[10]	0	0
SL[11]	14,296	205[12]	204[12]	20	8
SN	0	23	0	0	0
ST	5	0	0	0	0

[1] Carrels on order to be delivered by fall semester. 66 to be placed in library, 34 in special Learning Assistance Center in IMC.

[2] Housed in AV Center.

[3] "All equipment in custody of AV services -- available where needed inc. library."

[4] Housed in IMC.

[5] Only opinions given; no quantities reported.

[6] Included with curriculum material.

[7] Housed in audiovisual.

[8] Total amount reported; 17 housed in library, 13 in audiovisual.

[9] Total amount reported; 46 housed in library, "129 temporarily stored elsewhere on campus to provide office space for the University Administration during construction of the new admin. building."

[10] "Included with curriculum kits, no individual statistics"

[11] Includes curriculum material.

[12] 409 reported for both self-instructional material and kits.

TABLE F, PART I - CURRICULUM MATERIALS AND EQUIPMENT

School	No. of Tapes and Records	No. of Audio Players	No. of Films	No. of Film Projectors	No. of Visual Materials	No. of Still Projectors
BK	0	0	0	0	0	0
CH	112	3	0	1	42	4
DH	?[2]	0[1]	?[2]	0[1]	?[2]	0[1]
FR	0	0	0	0	0	0
FU	186	2	0	0	1,052	6
HA	0	0	0	0	0	0
HU[3]						
LA	2,500	3	0	0	500	1
LB	2,209[5]	4	210[4]	2	3,815[5]	5
NO	1,014	4	0	0	10,947	8
PO	40	1	0	0	20	0
SA	27	0	0	0	3	0
SB	118[6]	0	0	0	19	0
SD	286	15	0	5	604	8
SF	208	3	0	0	52	2
SJ	10[7]	0	0	0	2,578	1
SL[8]						
SN	0	0	0	0	0	0
ST	5	0	0	0	5	0

[1] On call from AV.

[2] Curriculum materials included with academic material.

[3] Only summary opinion given; no quantities reported.

[4] Film loops.

[5] These figures include some academic-level material.

[6] "Includes sets which are kept on 4th floor"

[7] Some included in curriculum kits.

[8] All curriculum materials and equipment included with academic material in Tables A-E.

TABLE F, PART II - CURRICULUM MATERIALS AND EQUIPMENT

School	No. of Video Cassettes and Tapes	No. of Video Players	No. of "Other" Materials	No. of Kits, Games and Realia
BK	0	0	0	25
CH	0	0	0	375
DH	0	0	0	45
FR	0	0	0	0
FU	0	0	359[1]	557
HA	0	0	0	100
HU[2]				
LA	0	0	2,000[3]	300
LB	0	1	0	720
NO	1	0	9,600[4]	380
PO	0	0	0	949[5]
SA	0	0	0	?[6]
SB	14	0	85[7]	237
SD	0	0	0	139
SF	0	0	144[8]	65
SJ	0	0	25,009[9]	2,079[10]
SL[12]	0	0	16,087[11]	0
SN	0	0	0	50
ST	0	0	141[13]	20

[1] Charts, maps, prints ...

[2] Only summary comments given; no quantities reported.

[3] Study prints.

[4] Curriculum study prints.

[5] Includes pictures and simulations.

[6] Included with academic-level material.

[7] Study prints.

[8] Charts and study prints.

[9] Pictures and posters.

[10] "Includes cassettes, filmstrips and slides"

[11] 16,084 maps and 3 globes.

[12] Other material and equipment included with academic-level material.

[13] Rolls of maps.

APPENDIX B

California State University, Chico
Chico, California 95926

University Library
Reference Department
(916) 895-5833

The Learning Resources Committee was established by the Council of Library Directors at its San Diego meeting of November 11 and 12, 1974. The charge given to the Committee was "to study and investigate current campus utilization of media, library budgetary support for media use, library and other staff support and space requirements and utilization."

In order to fulfill this charge, we are querying all campuses by the enclosed questionnaire and would like to request your cooperation in completing it. The information from these questionnaires will be aggregated, summarized and presented to the Council of Library Directors during the latter part of March.

The Committee would also be interested in receiving copies of any existing reports, proposals, recommendations, memos, etc. that deal with media services on your campus and the library's role in relation to them, such things as the acquisition and organization of non-print materials for support of the curriculum - both for classroom and individual use, tutorial or individualized study using media, production of media packages, and computer-assisted or computer-managed instruction.

If you have any questions in regard to this survey, please contact any Committee member or our liaison person from the Steering Committee of the Council of Library Directors. We strongly believe that it is important at this time to establish a collective CSUC library posture in relation to media resources. The information from you will make a contribution to this goal.

Sincerely yours,

Evelyn H. Daniel
Chairman

CALIFORNIA STATE UNIVERSITIES AND COLLEGES

LEARNING RESOURCES SURVEY

The attached questionnaire uses a matrix format to reduce your response time as much as possible. On the left-hand side of each page are listed different categories of material, equipment, services or agencies. Across the top of each page are a series of short statements/questions describing possible conditions within your library. Some questions require an approximate numerical quantity, but most can be answered simply by a check in those boxes that apply to your situation.

Some statements/questions require a judgment or an opinion from you, particularly the questions on your projections for the future. The Committee realizes the degree of uncertainty that will be involved in your response but as these questions were particularly requested by the Library Development Program Committee of COLD, we urge you to provide your best judgment and perhaps elaborate in the Comments section.

Please return the questionnaire to me at the address below by February 28.

Dr. Evelyn H. Daniel
Chairman, Learning Resources Committee, COLD
Learning Activities Resource Center
California State University, Chico
Chico, California 95929

Thank you.

CSUC - LEARNING RESOURCES SURVEY - February 1975

Section I. PROVISION OF NON-PRINT MATERIALS (Please note Curriculum Materials are a separate category at the end.)

	Approx. Quantity Housed in Library	Owned by Library	Bought with Lib. Funds	Owned by AV/TV Dept	Owned by Subject Dept.	Is it cataloged?	Is it classified?	Same class. as books?	Separate catalog?	Printed catalog?	Filed in Public Catalog?	Used in Library Only	Circulated to Faculty	Circulated to Students	Is collection adequate for current needs?	5 Year Projection: Substantial increase	Moderate increase	Stable collection	10 Year Projection: Substantial increase	Moderate increase	Stable collection
AUDIO MEDIA: Cassette tapes																					
Open reel tapes																					
Phono records																					
PICTURES & PRINTS																					
PROJECTED MEDIA: 8mm Films																					
16 mm Films																					
Film Loops																					
Filmstrips																					
Slides																					
Transparencies																					
TELEVISION MEDIA: Video Cassettes																					
Video Tapes																					
MULTI-MEDIA: Self-Instruction																					
Kits																					
GAMES, SIMULATIONS																					
CURRICULUM MATERIAL: Tapes & Records																					
Films																					
Filmstrips																					
Slides & Transp.																					
Video Cas. & Tape																					
Kits, Games, Realia, etc.																					
Other (Please specify)																					

COMMENTS: (Use reverse of sheet if necessary)

CSUC - LEARNING RESOURCES SURVEY - February 1975

Section II. PROVISION OF AUDIO-VISUAL EQUIPMENT (Please note Curriculum Center equipment is a separate category at the end.)

	Approximate Quantity	Housed in Library	Housed Elsewhere	Owned by Library	Bought with Lib. Funds	Owned by AV/TV	Owned by Subject Dept.	Used in Special Area	Used in Library Only	Circulated to Faculty	Circulated to Students	Maintained by Library	Maintained by AV/TV	Maintained by Other	No Maintenance	Major Repairs by Library	Major Repairs by AV/TV	Major Repairs by Other	No Provision for Repairs	Is equipment adequate for current needs?	3 Year Projection: Substantial increase	Moderate increase	Stable number	10 Year Projection: Substantial increase	Moderate increase	Stable number
Electrically wired STUDY CARRELS																										
AUDIO EQUIPMENT: Record players																										
Cassette players																										
Reel-to-Reel players																										
Earphones																										
PROJECTED EQUIPMENT: 8mm Film Projectors																										
16mm Projectors																										
Film Loop Projectors																										
Slide Projectors																										
Overhead Projectors																										
Opaque Projectors																										
Filmstrip Viewers																										
Light Tables																										
Filmstrip Projectors																										
VIDEO EQUIPMENT: Cassette Players																										
Tape Players																										
DIAL ACCESS: Audio																										
Video																										
CURRICULUM CENTER: Audio Players																										
Film Projectors																										
FS/Slide Projectors																										
Overhead Projectors																										
Opaque Projectors																										
Previewers																										
Video Players																										
Other (Specify)																										
Other (Please specify)																										

COMMENTS: (Use reverse of sheet if necessary)

Section III. PROVISION OF SPACE AND STAFF

	# of Square Feet	Separate room(s)?	Space for Individual Listening/Viewing	Space for Small Group	Space for Class Use	Space for Large Group	# of hours accessibility/week	Same as regular library?	Is space adequate for current needs?	5 year Projection Space Substantial increase	Moderate increase	Same amount	10 year Projection Space Substantial increase	Moderate increase	Same amount	# of Library Staff Used	# of Other Staff	Functions performed by Library: Instruction in Use	Manipulation of Equipment	Organization of Material	Maintenance of Equipment	Reference Services	5 Year Staff Projection Substantial increase	Moderate increase	Same number	10 Year Staff Projection Substantial increase	Moderate increase	Same amount
Audio-Visual Dept.																											
Instruction Materials Center																											
Television Studio																											
Radio Broadcast Station																											
Computer Center																											
Computer-Assisted Instruction																											
Curriculum Center																											
Juvenile Library																											
Learning Assistance/ Skills Center																											
Self-Instructional Center (PACE)																											
Faculty Development/ Facilitation																											
Music Library																											
Art/Architecture Slide Library																											
Language Laboratory																											
Map Collection																											
Listening/Viewing Facilities																											
Other(s) involving Media (Please specify)																											

COMMENTS: (Use reverse of sheet if necessary)

CSUC - LEARNING RESOURCES SURVEY - February 1975

Section IV. ORGANIZATIONAL RELATIONSHIPS

	Does position exist?	Reports to same office as Librarian	Reports to different office	Reports to Librarian	Is reporting office for Librarian	Is coordinate with Librarian	Close Working Relationship	Frequent Official Contact	Occasional Contact	Little or No Contact	Anticipated Changes in Organizational Relationships in Future
Head, combined AV/TV Services											
Head, AV Services											
Head, TV Services											
Head, Computer Services											
Head, Learning Assistance Center											
Head, Faculty Facilitation											
Head, Curriculum Center											
Head, Music Library											
Other(s) involving Media (Please specify)											

COMMENTS: (Use reverse of sheet if necessary)

CSUC - LEARNING RESOURCES SURVEY - February 1975

Section V. BUDGETARY SUPPORT FOR NON-PRINT MATERIALS AND EQUIPMENT ON CAMPUS

	Generous Support	Adequate Support	Inadequate Support	Little or no Support	Continuity of Funding: Stable - Continuing	Sporadic - Occasional	CURRENT SOURCE OF SUPPORT: Library Book/Materials Fund Primary Support	Contributing Support	Other Library Funds Primary Support	Contributing Support	Special Purpose Univ. Funds Primary Support	Contributing Support	AV/TV Dept. Funds Primary Support	Contributing Support	Subj. Dept. Operational Funds Primary Support	Contributing Support	Other (Specify below) Primary Support	Contributing Support	3 Year Projection: Substantial Increase	Moderate Increase	Same Amount	10 Year Projection: Substantial Increase	Moderate Increase	Same Amount
Purchase of Films																								
Rental of Films																								
AV Curriculum Materials																								
Other AV Commercial Materials																								
Equipment for Classroom Use																								
Spare Parts for Above																								
Equipment for Individual Use																								
Spare Parts for Above																								
Equipment for Library Use																								
Spare Parts for Above																								
Development/ Production Funds																								
Blank Video Tape																								
Other Blank AV Supplies																								
Other(s) (Please specify)																								

COMMENTS: (Use reverse of sheet if necessary)

Section VI. LIBRARY COOPERATION INVOLVING NON-PRINT MATERIAL

In what ways are you involved in co-operative efforts that involve non-print material?

For example,
- Film Library Consortia?
- Other Library Consortia on Regional Level?
- Library Consortia on State Level?
- Union Lists of Media?
- Inter-Library Loan of Media other than Film?
- Cooperative Acquisition?
- Other (Please specify)

COMMENTS:

Section VII. OPINION

How would you summarize your opinion of what the library's role should be in relation the variety of non-print material and services?

What do you see as the primary difficulties to effecting this role?

END

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